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# HOME DEMONSTRATION WORK UNDER THE SMITH-LEVER ACT, 1914-1924

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## CONTENTS

	Page		Page
Introduction.....	1	Projects.....	15
Early attempts to aid the home maker.....	2	Foods and food production.....	16
Early extension agencies.....	3	Nutrition.....	20
Farmers' institutes.....	3	Health.....	22
Extension schools.....	4	Productive activities.....	23
Reading courses.....	5	Clothing.....	25
Land-grant college recognition.....	5	House furnishing and beautification.....	26
Girls' club work.....	6	Landscape gardening.....	27
Development in the South.....	9	Household sanitation.....	28
Early work in the Northern and Western States.....	10	Home management.....	28
The Smith-Lever Act.....	10	Urban work.....	29
The World War period.....	11	Civic life of the community.....	31
Status of home demonstration work in 1924.....	11	Negro work.....	31
Local leadership.....	12	Federal aid.....	32
Work of specialists.....	13	Conclusions.....	33
Surveys.....	14	Summary.....	35
A farm-home study.....	15	Literature cited.....	35

## INTRODUCTION

Extension work for the home is an important part of a national educational scheme for the improvement of American agriculture. It is conducted by the State colleges of agriculture in cooperation with the United States Department of Agriculture under authority granted by Congress in the cooperative agricultural extension act of May 8, 1914, known as the Smith-Lever Act.

Home-demonstration work in each State is in charge of the State home demonstration agent or leader, who works under the State director of extension. In several States district agents supervise and aid county home demonstration agents in their district besides doing some work in counties that do not have agents. In addition, each State has several subject-matter specialists who give instruction and demonstrations in their particular subjects in cooperation with the county agents.

The cooperative extension service of the State agricultural colleges and the United States Department of Agriculture comes in direct contact with the farm family and its problems through the county home demonstration agent, and the organization for home demonstration work centers on her. It is her work to study home conditions; to know the principal problems confronting the home

maker; and to select subject matter that is practical and present it so convincingly and in such form that it will command interest and result in improved practice in the home. The county home demonstration agent, with the aid of farm women's clubs, local leaders, and individual women under her guidance, gives assistance in every phase of home making.

The goal is increased comfort, culture, and efficiency in the 6,500,000 rural homes in the United States, and teamwork, civic welfare, and social advance in its 53,000 farming communities.

#### EARLY ATTEMPTS TO AID THE HOME MAKER

Extension work with farm women was the natural outgrowth of much study and preparation, as home economics departments were maintained for many years in the land-grant colleges prior to the passage of the cooperative extension act. The beginning of home economics in the State College of Iowa dates back to 1869. A catalogue of the University of Illinois for 1871 lists a school of domestic science and arts. The Kansas State Agricultural College introduced courses in home making in 1873. In 1890 home economics departments were maintained in Oregon and South Dakota. By 1905 almost all of the land-grant colleges had home economics departments and were carrying on some form of extension activity.

Early extension work of the colleges may have been carried on without much consideration of home conditions and without realization of the part that people themselves must take in the work. However, long before local leadership was so designated, extension workers in home economics were delegating responsibility to farm women in executing their programs. The small number of workers, however, made the follow-up difficult. Sometimes intervals of two years would elapse between visits to communities. The esteem in which home-making instruction was held by the United States Department of Agriculture is indicated in the following extract from Secretary Wilson's annual report to Congress in 1897 (*10, p. XIV*):<sup>1</sup>

Teachers of domestic science are not content to follow a dull routine of household drudgery in their teaching. They are appealing to the scientist and specialist in lines which touch the home life to explain the principles on which home practices should rest and to show them how intelligent taste and skill can make the home a pleasant place to live in, and how scientific knowledge can enable the home keeper to maintain the health and generally promote the physical well-being of those committed to her charge. \* \* \*

In the great work of helping the women of our land, nearly half of whom are toiling in the homes upon our farms, this department, it is believed, has a large duty to perform. For whatever will be effective in raising the grade of the home life on the farm, in securing the better nourishment of the farmer's family, and in surrounding them with the refinements and attractions of a well-ordered home, will powerfully contribute alike to the material prosperity of the country and the general welfare of the farmers.

Extension work in the farm home was begun toward the close of the last century and now, in the few years since its inception, has become a system with method and organization adequately worked out to meet the unusual teaching conditions necessary to success.

Extension work with women and girls in different parts of the country has disclosed different needs due to different conditions.

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<sup>1</sup> Italic numbers in parentheses refer to literature cited, p. 35.

Pioneering was done by the heads of home economics departments and field specialists in home economics from State agricultural colleges, who undertook by every possible field contact to bring farm women into closer touch with the resources of the college and the United States Department of Agriculture. In States where home economics departments were early established in land-grant colleges extension work took the form of inspirational talks and lecture demonstrations.

The many classroom duties, limited teaching staff, limited material resources, and rapidly growing departments did not prevent these able women from performing considerable field work that they might carry to the farm women of their States practical instruction and aid them in the exchange of ideas and the discussion of common problems. This was a logical outgrowth of classroom teaching and research and was designed primarily to reach the mass of home makers in the States where it was carried on. Thousands of contacts were made by this type of extension work in home economics going on actively and aggressively for many years previous to the passage of the Smith-Lever Act, and it furnished a background for our present broad extension program.

#### EARLY EXTENSION AGENCIES

Long before the development of home demonstration work or the organization of departments of home economics in the land-grant colleges the various agricultural societies and boards included the farm home in their plans and indicated lines of work which seem prophetic in the light of succeeding developments. Early reports of farm organizations refer to problems of farm homes and possible means of solving them. Kansas, Massachusetts, and New Hampshire were among the first States to refer to educational gatherings of farm families as institutes on the order of teachers' institutes.

#### FARMERS' INSTITUTES

A report of the Iowa Agricultural College for 1871 (9) refers to the success of the experiment of holding farmers' institutes and mentions instruction for the home maker. Vermont, Michigan, Minnesota, and Wisconsin took up similar work and were followed by other States until every State in the Union was making use of this form of teaching, which for 40 years or more constituted the principal extension agency for promoting improved practices in agriculture and home making. In 1899, \$170,000 was appropriated by State legislatures for the 2,000 institutes then being conducted in the United States. No exact information as to what proportion of this total was expended for work with women is available. Reports show that many of the institutes were for the whole family, the farm being deserted for the day from chore time in the morning until chore time at night. Often a picnic dinner added a pleasant social feature. The institutes continued from one to three days and sometimes included evening sessions. Topics of interest to both men and women were discussed by speakers, many of whom were professors and teachers from the State colleges.



In 1903 the Office of Experiment Stations reported that institutes "especially for women" were held in 15 States (2, *p.* 648) and in 1908 that 21 States held women's institutes and 7 others had women lecturers upon their regular force of institute speakers. In 15 States in 1908 there had been 732 meetings for women (3). About this time women's auxiliaries for county institute work were active in many counties in Indiana, Oklahoma, and Nebraska.

The work grew until, at its peak in 1914, 7,000 institutes were conducted, with an aggregate attendance of 3,000,000 people (7). Since then institutes have diminished in importance as the work done in them has been included in the regular extension program.

This type of extension organization had by 1914 contributed more than any other one means toward arousing the interest of farmers and farm women in the use of scientific methods on the farm and in the home. They gave farm people a consciousness of the resources and advantages within their reach and an acquaintance with their State agricultural college.

This earlier means of aiding families to improve farm and home practices was valuable, but inadequate when compared with the extension work of to-day. The following is quoted from a reference to farmers' institutes in *Status and Results of Extension Work in the Southern States, 1903-1921*, by W. B. Mercier (5).

The chief drawbacks to this method of reaching the remote districts were limited financial support, small available working forces, and too frequent meetings in small towns instead of in country communities or on a good farm, meeting but once a year, no system of follow-up work to keep the farmer interested or instructed, and, worst of all, failure to reach the nonprogressive, non-reading farmer, who needed the message most.

To reach, to interest, and help this large percentage of the people of the rural districts, to improve conditions and increase the family income, and to give a broader outlook and create higher ideals of country life were the problems that faced the early agricultural leaders.

#### EXTENSION SCHOOLS

About 1900, farmers' institutes having paved the way, home economics began to enter more definitely into the extension instruction given in reading courses, extension schools, and farmers' weeks. Probably the first extension school was organized in Chautauqua, N. Y., in 1894. Sumner, Me., followed in 1897 with a school that was a step forward in extension teaching. It required regular attendance at classes from three to five days, dealt with principles, and stimulated independent thinking and action. Home economics schools were usually held in conjunction with these extension schools in agriculture. In later years, when the demand arose for help in special phases of home making, schools were held independently and often dealt with one subject only, such as clothing or home management.

To establish these extension schools in some of the States, a formal application was made, accompanied by the names of 10 to 25 women who promised their presence and cooperation and guaranteed to furnish demonstration materials and to provide for the local expenses of instructors. The instructors were usually women from the home economics department of the State college. In some States complete equipment was carried from place to place and used for demonstration purposes. A typical program in one State included home sanitation, kitchen equipment, house furnishing, home decoration,

preparation of starchy foods, quick breads, and pastries, and utilization of leftovers.

The lecture demonstration was the principal mode of teaching. Often all members of the school took some part in the work, and the room for the meeting became, for the time being a laboratory. This work was limited by the impossibility of the overburdened specialist or teacher following up this first contact and making sure that home practices would be established. The presentations were necessarily somewhat formal and, although women gained confidence in the practicability of college theories and were often able to apply them in their own homes, the technic of performance was often lost because of the short period of instruction. The volume and the value of this work increased until there were 335 home economics schools held during 1915, largely in Arizona, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, West Virginia, Wisconsin, and Wyoming. The attendance was 21,000 women, an average of 62 women to a school. There was no way of checking actual accomplishments.

#### READING COURSES

Another agency was the reading course, established in Michigan in 1892. The "women's course" included practical, sanitary, and economical cooking, home economics, chemistry of cooking and cleaning, and a study of child nature. In New Hampshire a course was established in 1894, which had no special work for the home but included "practical floriculture and the kitchen garden." The Connecticut college offered a course for women in 1895, which included "household economics," "physical development and exercise for women," "nature study," and "the story of germ life." In New York Martha Van Rensselaer, at the State agricultural college, applied to home economics in 1903 the plan for reading courses initiated for agriculture in 1896 by L. H. Bailey. Miss Van Rensselaer, believing that it was not enough for the college to provide instruction for those women and girls who enrolled as students, provided reading courses which were sent out and made use of throughout the State. They were specially prepared lessons on practical home subjects followed by questions upon the lessons. Pennsylvania began its reading courses about the same time. One of the five courses offered in Pennsylvania was in domestic economy, which included "the house comfortable," "disposal of household waste," "chemistry of cookery," "what to eat and how to serve it," and "gardening for pleasure."

#### LAND-GRANT COLLEGE RECOGNITION

In 1905 sufficient interest in extension work had developed to cause the Association of American Agricultural Colleges and Experiment Stations to establish a permanent extension committee, which was active in making a study of the work and in encouraging legislation that later influenced the framing of the Smith-Lever bill. Previous to 1911 no reference to extension work with women is made in the reports of the association. Leading women interested in this field, however, were present and active at the annual meetings of the association, participating in its programs and informal discussions.

In 1909 the Association of American Agricultural Colleges and Experiment Stations created the section of extension work and made it coordinate with the sections of experiment stations and instruction in the colleges.

A report of the committee on extension work (6) states that, during the six years of its service, extension teaching had not only become thoroughly rooted but had attained the proportions of a nation-wide movement. At the meeting of the extension section in 1911 emphasis was placed upon the importance of home economics as a factor of extension work. In 1912 the chairman of the extension section made the following statement:

Efficiency is said to depend largely on the skill and economy with which people are fed and clothed. The home thus becomes our principal national asset. To make it more attractive and serviceable is naturally a matter of the gravest concern in maintaining a proper equilibrium between urban and rural industries. \* \* \* A part of the transition from country to city now in progress is said to be due to the lack of conveniences in the farm home. It is known that these can be easily installed and that hundreds of farmers are able to provide every modern facility for their families. The incentive to do so may sometimes be lacking on account of the failure to discuss and emphasize such questions as fully as is desirable through extension agencies. It would seem to your committee, therefore, that home economics can not be well separated from the work of any thoroughly organized extension department, and that ample provision should be made immediately for workers in this special field.

In 1912 the demand for legislation to support extension work became urgent. At that time only 6 States and 1 Territory were not carrying on some form of organized extension activity. In 37 States 333 men and women devoted full or part time to the work. In 21 States 175 movable schools were held, with an attendance of 85,000 people. Educational trains, rural study clubs, and fairs were other means of teaching. Two million people had been reached through extension activities in 1912, with a total appropriation of \$439,000 by the States.

#### GIRLS' CLUB WORK

Girls' club work preceded work with women in the South by several years on the theory that the adolescent girl not only should be given every educational advantage possible but that she is also the logical member of the farm family to induce the mother to improve home practices. The idea of increasing the family income was emphasized to the end that practical improvement in the home could be made. As a result, the work was not initiated in the kitchen, but principally in the garden, where growing tomatoes as a commercial crop was begun in 1910 and continued as an important activity. In the early part of 1910 Marie S. Cromer, a rural-school teacher and representative of the school-improvement association in Aiken County, S. C., organized the first girls' canning club, and by spring 47 girls were enrolled. Her work attracted much attention and favorable comment.

The earlier work with girls went under the name of "canning clubs and home demonstration work." Club girls conserved large quantities of garden and orchard products, special work being done with peaches, pears, figs, grapes, kumquats, and other fruits and vegetables. (Fig. 1.) This led the girl directly from a normal interest in growing things to the activities which were to be part of her life work and encouraged an ideal comradeship and partnership between mother and daughter.



In 1911, 3,000 girls enrolled, the number increasing to 20,300 in 1912 and to 33,000 in 1913, of which number 14,000 were garden-club girls. Up to this time farm women had participated in and profited by the work only as they gave assistance to club girls.

In 1913 the mothers began to take such an active part as to justify special consideration of work with women, although mothers had given enthusiastic support and encouragement to the work with girls and had learned much while so engaged.

The work continued to develop until in 1915, a year after the Smith-Lever Act was passed, there were in the 15 Southern States 45,500 girls enrolled in different clubs under the direction of 387 agents. Of the total number of club girls, 32,600 were cultivating gardens, each one-tenth of an acre in size, and doing canning-club



FIGURE 1.—Teaching scientific canning methods. Home demonstration agents have directed women in growing fruits and vegetables, in selecting, preparing, and canning or drying them, and in standardizing the product to command top price in an exclusive market

work. The work had been so systematically handled that all grew approximately the same crops, the major crop being tomatoes the first year and peppers or okra the second year. For the third year the girls chose any crop suited to their locality. The large production of goods canned by these clubs included tomatoes, catsup, soups, preserves, and jellies, all approved and standardized and going out under the 4-H Club label. Thus, domestic science, as it was then called, was approached indirectly, for, as the girl succeeded with her garden, canning, and preserving and in making the uniform cap and apron needed for her work, she would naturally wish to learn more of cooking and sewing in the home.

Home demonstration work in the Northern and Western States was preceded by club work with boys and girls as early as 1902. At that

time the extension departments of the State colleges of Indiana, Iowa, and Ohio, cooperating with the departments of education and county superintendents of schools in these States, began to conduct club work in crops, poultry, and gardening on a contest basis. A typical example of this form of cooperative club work was that begun in 1902 in Springfield Township, Ohio.

In 1912 the office of farm management of the Bureau of Plant Industry cooperated with some of the States in promoting this work, providing funds for payment of leaders in Indiana and Ohio. During the year there were under the direction of all extension agents, 22,000 boys and girls in the various club projects, which included home gardening and canning. The use of local leadership was originated in these States, organization was perfected, and instructions were furnished.

In 1913 four additional States—Massachusetts, Michigan, Nebraska, and Utah—were added to the list of States using cooperative leadership. By this time the number of boys and girls enrolled had reached 71,000. It is estimated that 35,000 of these were girls.

In 1914 six more States began to develop the work on a cooperative basis, increasing the enrollment to 147,500. In 1915, 27 of the 33 States organized for club work, with 209,000 boys and girls in club groups. Of this number, 127,000 did home-making club work, final reports being received from 82,000.

War conditions brought about a rapid expansion of the home-making club program, and farm girls, through it, aided in the food production of the Nation. In many States they also led the way in canning the surplus and in planning and preparing food for the family under war regulations. This experience emphasized the importance of organization in country life and the good results that could be obtained through working together on a common task. As a result, the organized club became a practical working unit and was increasingly recognized as a valuable factor in the development of greater cooperation among farming people.

At the close of the war a decided reduction in the personnel of the extension service, including a large number of agents working exclusively with boys and girls, brought about a corresponding reduction in the enrollment of young people in 4-H Club work. The organization of volunteer local leaders in conducting 4-H Club work was, however, strengthened, and soon a steady increase in the enrollment began.

A decrease in the farm income after the war caused less money to be available for home needs. In order to be adequately clothed and to maintain the existing home standards, farm girls joined the clothing, poultry, and food-preparation clubs. These clubs increased rapidly and helped the farm family to make the most of the available income.

As the work developed, methods of organization, plans of work, and general club activities were more clearly defined in keeping with sound educational principles and the best extension ideals. To-day throughout the country may be found the well-organized club with an adult leader as an adviser, voluntarily conducting regular meetings with dispatch and in keeping with the program formulated by the club itself, observing the work of all the members as well as that



of successful home makers through club tours, attending State and county recreational camps, and holding at the end of the year's work a community meeting when achievements in home making are noted and plans for future work made.

It is through the discussions, demonstrations, and judging work held in connection with such organized endeavor that the farm girl has been enabled to recognize and to solve home-making problems in a definite, direct way. It is through such work, too, that the principle of self-help has been grasped by farm girls, making possible a wholesome self-respect and confidence in what they can do and what the home life of the open country can become.

#### DEVELOPMENT IN THE SOUTH

The development of home demonstration work in the South, which began in 1910, was hastened by economic emergency and was accomplished through the inspiration and efforts of Seaman A. Knapp. A campaign against the boll weevil, which was then menacing the cotton crop, was fostered by the United States Department of Agriculture in 1903 under the direction of Doctor Knapp, who had conceived the idea of applying to the education of adults and adolescents on the farm, the principle in education: "Learn to do by doing." At this time southern agriculture was in a decline, and opportunities for farming people to improve their condition were meager. This situation made it possible to introduce a type of service into the South which has now come into use nationally. The first county home demonstration agent in the United States was Ella G. Agnew, appointed June 3, 1910, to serve in Chesterfield, Halifax, and Nottoway Counties, Va. The second was Marie S. Cromer, who began work in Aiken County, S. C., August 16, 1910. Although Miss Cromer's work with girls began earlier than the work of Miss Agnew, the appointments were made in the order named. Another early worker was Mrs. Dora Dee Walker, of Barnwell County, S. C. Her work with girls' clubs was soon recognized, and she became district agent and afterwards assistant State agent, having an active part in training county agents.

Doctor Knapp understood the farming people and their needs. His grasp of agricultural problems, both social and economic, his background of experience as scientist and administrator in a leading agricultural college, and his national field contacts as a representative of the Department of Agriculture, placed him in the front rank of agricultural leaders. His ambition for years had been to develop a system of education among farming people that would add to their earning power and to the richness of their lives. This necessitated helping the people to help themselves; encouraging self-dependence, initiative, and creative effort. His philosophy accords with the best of modern educational thought, applying to adults and adolescents in a farm environment, methods advocated by the newer psychology and recognized by advanced thinkers in both Europe and the United States.

In this new work demonstrations of good practices in cotton growing were conducted by both men and boys with success. The American girl, with her usual enterprise, desired an opportunity to carry

on projects herself. Gardening made its appeal. Producing, conserving, and utilizing food came naturally to this housekeeper in the making. She, too, became a demonstrator. This was anticipated by Doctor Knapp, who foresaw the development of demonstration work far beyond that first undertaken. He intended it to include not only all phases of farming but of home making as well.

Doctor Knapp's experiment met with immediate success. Within two years production was increased, confidence restored, and the simplicity and directness of the plan and its remarkable development began to attract attention throughout the country. Boards of trade and local organizations stood ready to give their moral support. But the real problem in expanding the work in this, as in many new and important movements, was a financial one, as the use of Federal appropriations continued for some years to be restricted to their original purpose—improving cotton production.

It was in this time of need that the General Education Board of the Rockefeller Foundation offered its aid to home demonstration work. Recognizing the magnitude and the significance of the undertaking and the limitations to its expansion, the board offered its resources to develop the work, the funds to be administered by the United States Department of Agriculture under Doctor Knapp's direction. The contributions of the Rockefeller Foundation were so wisely administered by Doctor Knapp and the investment resulted in such an excellent demonstration of county work that it paved the way for the shaping and passage of the Federal cooperative extension act of 1914.

#### EARLY WORK IN THE NORTHERN AND WESTERN STATES

Three years after the introduction of home demonstration work in the South a beginning was made in extension work with women in the Northern and Western States. In July, 1913, Amy Lyman was appointed home demonstration agent for Sanpete County, Utah. She was employed from funds of the farm and home demonstration law passed by the State Legislature of Utah during that year, which law directed the college to place farm and home demonstrators in the counties of the State and authorized cooperation with the United States Department of Agriculture. Katherine Mills was appointed home demonstration agent in August, 1914, and paid by State funds to serve the farm home makers of Erie County, N. Y.

#### THE SMITH-LEVER ACT

Home demonstration work came before the Congress of the United States when the proposal to include in the Smith-Lever bill aid to homes as an indirect means of building up agriculture was urged by Asbury F. Lever, chairman of the Committee on Agriculture, whose State, South Carolina, had appointed one of the first home demonstration agents. He said:

Your committee commends to the especial attention of this House that feature of the bill which provides authority for the itinerant teaching of home economics or home management. This is the first time in the history of the country that the Federal Government has shown any tangible purpose or desire to help the farm woman in a direct way, to solve her manifold problems, and lessen her heavy burdens. The drudgery and toil of the farm wife have not



been appreciated by those upon whom the duty of legislation devolves, nor has proper weight been given to her influence upon rural life. Our efforts heretofore have been given in aid of the farm man, his horses, cattle, and hogs, but his wife and girls have been neglected almost to a point of criminality. This bill provides the authority and the funds for inaugurating a system of teaching the farm wife and farm girl the elementary principles of home making and home management, and your committee believes there is no more important work in the country than is this.

With the signing of the Smith-Lever bill by President Wilson, May 8, 1914, a milestone was reached in the pioneer period of the extension movement. The developments of the succeeding 10 years have shown the wisdom of the legislation.

Up to this time funds had been limited, the work having been supported largely by contributions from State and local organizations, from a private foundation, and from public-spirited individuals. The future was uncertain. How was the work to be organized and financed? What institution within the State was to be made responsible for its direction? How were workers to be secured to carry it on? Some of these problems were solved when the Smith-Lever bill became a law. It stipulated that work was to be conducted on the farms and in the homes of the people. It designated the institutions to take charge of the work. It determined the basis of State aid, and pointed the way for active cooperation and support on the part of the farming people.

#### THE WORLD WAR PERIOD

The World War and its demands on farm women made necessary a great increase in extension activities. The home demonstration agent was often the only one in the field to direct the farm women in their important work of food production and conservation. The work was financed largely through the Federal war emergency fund. The organization rapidly increased until in 1918 there were 1,715 home demonstration agents actively engaged in helping farm women to carry on their war-time work. The war emergency fund was withdrawn June 30, 1919. From that time on only those counties where the work was on an organized basis and was financed partly by local funds were able to retain their agents. The decline continued until 1921, when there were 699 home demonstration agents in the field. Since then the permanent work has steadily increased until in 1924 there were 930 counties employing home demonstration agents and supporting an active organization.

Although the war work was extensive and effective, it gave only slight impetus to permanent development. Organization was planned and adapted for cooperation with the various war agencies, which later disbanded. Many workers were inexperienced, but their enthusiasm and the able leadership, good judgment, and high standards of those who directed them prior to and during the war and through the long period of adjustment made the volume of work justify the expenditure.

#### STATUS OF HOME DEMONSTRATION WORK IN 1924

Beginning with girls' canning and poultry clubs, home demonstration work has grown to include feeding, clothing, and caring for the farm family, equipping and beautifying the farm home, adding

to the farm income, and improving the social and recreational opportunities of farm women. Broadening the field of home demonstration work has necessitated an expansion in county organization and the use of more effective methods of presenting the improved practices and obtaining their adoption.

The principle on which home demonstration work is conducted is that of self-activity and self-help. The farm woman is drawn into partnership and close cooperation with the extension agent. She has a vital part in determining what shall be undertaken and assumes responsibility for accomplishment.

The family type of farm bureau is maintained in many of the States as a means of conducting the extension program. In the Middle West, with the exception of Illinois and Wisconsin, a single membership in the farm bureau includes all members of the family. Illinois and New York have independent home-bureau organizations. In New York the home bureau has a membership of approximately 30,000 farm women, with its own officers and committee chairmen. The home bureau and the farm bureau are united in a State federation.

In Indiana, Michigan, and South Dakota women are organized in community groups, but not as a part of the farm bureau. In Iowa all home demonstration work is conducted through the county farm bureau organized under State laws, which provide for representatives from each township and school district.

#### LOCAL LEADERSHIP

Because the home demonstration agent was a pioneer in her field her own skill, ingenuity, and originality determined the effectiveness of her program. This brought out the best ability of many agents and their success in reaching large numbers of farm homes effectively was phenomenal. In some counties, however, miscellaneous activities, useful in themselves but unrelated were carried on with little attempt at correlation or follow-up. State leaders, in an endeavor to prevent this scattering of effort, frequently set up definite and prescribed programs to be carried out in the counties. Program making has gradually shifted from this overhead method to one which demands a knowledge of county and community conditions and calls for the use of much initiative.

Since the agent was able single handed to deal effectively with only a small number of women and girls, she trained the more progressive and intelligent women of the communities to assist in carrying on the work. Local leadership has thus developed and farm women are now given opportunity for active participation and for leadership when capable of assuming it.

The home demonstration agent, though trained in home economics, does not serve as an expert in that field alone but as a counselor, organizer, and leader among farm women and girls in all activities pertaining to the home. She unites with the agricultural agent, club agent, and subject-matter specialists of the State college in a broad and practical program with the men, women, boys, and girls on the farm in improving the farm home. Thus the people of the community are brought together and provided with a direct point of

contact with their agricultural college and the United States Department of Agriculture.

The total number of home demonstration workers in 1924, at the end of the first 10 years of extension work under the Smith-Lever Act, was 1,089, of whom 964 were county and assistant county home demonstration agents, 79 were assistant State and district home demonstration agents, and 46 were State home demonstration leaders or assistant directors in charge of extension work for women and girls. The total number of home demonstration agents above includes the 108 negro home demonstration agents employed in 13 States. Of this number, 101 were county home demonstration agents, 6 were district agents, and 1 was State supervisor of negro work with women and girls. The States that had the largest number of women agents in 1924 are listed in Table 1.

TABLE 1.—*Number of white and negro women extension agents in States that had the largest numbers of such agents in 1924*

State	Agents		Total	State	Agents		Total
	White	Negro			White	Negro	
Texas.....	103	14	117	Arkansas.....	48	10	58
Georgia.....	69	13	82	Alabama.....	41	9	50
Mississippi.....	45	17	62	New York.....	49	-----	49
North Carolina.....	53	6	59	South Carolina.....	43	6	49
Oklahoma.....	55	4	59	Virginia.....	39	8	47

### WORK OF SPECIALISTS

In many States, specialists have had an important part in guiding and shaping home demonstration work. As subject-matter leaders in their respective lines, they coordinate the work of the teaching and research of the college with extension work in the counties. An effort is made to secure as specialists women who combine the qualifications of technical and scientific training with knowledge of farm-home conditions, and the ability to apply results of research to the every-day problems of the home.

The work of the specialist is varied. She answers letters and sends out subject matter; writes newspaper articles and press notices in connection with demonstrations; prepares reading courses, lectures, and teaching material; tabulates field data furnished by the agents; studies the state-wide conditions affecting her project; and holds conferences with county workers in carrying out the program and in training local leaders for this purpose.

By making intensive studies of their respective lines, specialists are obtaining basic information for their programs. She coordinates the available information of the home economics and other related departments, and also carries to them the information gained in the field that indicates the necessity for further research. Specialists in agricultural subjects related to the home have rendered assistance. One striking example in New York shows the vegetable-garden specialist, the dairy specialist, and the nutrition specialist coming together on a program for a better diet for the farm family. The



dairyman, the rural engineer, the poultryman, the animal husbandman, each covered his field in improving the daily food schedule. The coordination of these activities has been attempted in many States, bringing together agents and specialists working on related lines.

In 1914 approximately 50 home economics specialists were devoting full time to the work. In 1924 there were approximately 260.

In some instances specialists have paved the way for the employment of county home demonstration agents. Such service necessarily is limited to a few counties in a State and to a few communities in each of such counties. The skillful specialist gives to these selected localities a demonstration of effectively organized extension work. She leaves a desire for more work of the kind she has done and for the broader program she has recommended to be conducted by a resident agent. A group of local leaders trained by the specialist stand behind the new agent when she arrives.

### SURVEYS

Among the earlier studies made of home demonstration work was one in St. Joseph County, Mich., in 1916. This was conducted by Ilena M. Bailey, who combined a study of home conditions with service as a home demonstration agent for one year and obtained helpful records, particularly as to the time element in the farm woman's work. This work was financed by the Federal Department of Agriculture and conducted in cooperation with the Michigan State Agricultural College.

The county represented conditions fairly typical of a diversified farming area. The work received hearty cooperation and support from various farmers' and business men's organizations, the press, the libraries, and the schools. A survey of county conditions made during the year was described in detail by Miss Bailey in an article, *A Survey of Farm Homes*, printed in the *Journal of Home Economics*, August, 1921.

An important study as to farm standards of living was made by E. L. Kirkpatrick, of the Division of Farm Population and Rural Life of the Bureau of Agricultural Economics, in 1923-24. The following States participated: Connecticut, Iowa, Kentucky, Ohio, Missouri, Utah, Alabama, Kansas, Massachusetts, New Hampshire, New York, and Vermont. In Kentucky, Tennessee, and Texas studies were made of the cost of living among colored families in selected localities. Preliminary reports have been made on the work in Alabama, Iowa, Kentucky, New York, Ohio, Tennessee, and Texas.

An initial study was made of 400 farm homes in Livingston County, N. Y., in cooperation with the Office of Home Economics of the United States Department of Agriculture and the department of rural social organization of the New York State College of Agriculture. This was the first attempt made by the department to obtain accurate statistical data on the qualities and costs of all goods consumed yearly by farm families.



## A FARM-HOME STUDY

In 1919 the Office of Cooperative Extension Work, North and West, wishing to obtain information on which to base home programs, made a survey of 10,000 representative farm homes in the rural regions of the 33 Northern and Western States in cooperation with the State colleges of agriculture and the county farm bureaus, and learned from farm women themselves some of their real problems and how extension work could aid in solving them.

The 10,000 records received from farm women were obtained largely by home demonstration agents from June to October, 1919. These records exhibited the living and working conditions of the farm women and pointed to definite types of assistance which could be given through extension work in the States surveyed. To obtain reliable information on conditions, typical farming counties were chosen in each of the 33 States. In these counties certain representative communities were selected, each containing from 35 to 50 farm homes. Information was sought from every farm home in the localities selected, regardless of size, farm tenure, or the prosperity of the farm family. On some farms the telephone and the automobile had released the farm family from isolation; modern machinery had eliminated drudgery; rural engineering had provided methods of improved sanitation; and community centers had provided social contacts. Yet the survey also showed that a large percentage of farm homes had not felt the influence of these factors.

Such items as the following were brought out in the survey: The average working day, summer and winter, for 9,000 farm women was 11.8 hours; 87 per cent of the farm women reported no regular vacation during the year; 79 per cent of the women used kerosene lamps; 61 per cent carried water for household uses an average distance of 39 feet; 96 per cent did their own washing; 92 per cent did all or part of their own sewing; 32 per cent had running water in the home; 20 per cent had bathtubs; 85 per cent had outdoor toilets; 20 per cent of the farm families used automobiles; 72 per cent of the families had telephones. The average distance from the farm home to the district school was 1.5 miles; to the high school, 5.9 miles; to the church, 2.9 miles; to the family doctor, 5.7 miles; and to the hospital 13.9 miles. These percentages are based on replies received ranging from 6,500 in the case of water carried to 9,800 doing their own washing. The report of this survey was made in Department Circular 148, *The Farm Woman's Problems*, published in 1920 (8).

## PROJECTS

At the beginning of the year 1914 there were 279 counties employing demonstration agents, all in the 15 Southern States. The work was carried on largely along the lines of food production, preparation, and conservation, including work with gardens, fruits, and poultry. In the North and West, where the work had not as yet been organized on a county basis, assistance was given to farm women by means of farmers' institutes, extension schools, reading courses, and lecture demonstrations.

When Federal funds became available home demonstration work went forward throughout the country with vigor. The growth of

the work is shown in Table 2 by the number of counties employing women county extension agents year by year.

TABLE 2.—*Number of counties employing women county extension agents, 1914-1924*

Year	Counties	Year	Counties	Year	Counties
1914.....	279	1918.....	1,715	1922.....	801
1915.....	350	1919.....	1,049	1923.....	874
1916.....	430	1920.....	784	1924.....	930
1917.....	537	1921.....	699		

#### FOODS AND FOOD PRODUCTION

From production of an adequate supply of food for the farm-home table, home demonstration work developed into the planning of adequate meals and the canning, drying, and preserving of meats, fish, and many kinds of fruits and vegetables, some of them never before attempted by home processes. (Fig. 2.) Gradually, as the surplus foods were sold, quantity production for market was adopted as an interesting and profitable experiment. This required an immediate and inexpensive marketing system. Club and curb markets and food exchanges sprang up wherever women were producing foods beyond the needs of the home. Poultry keeping, bee culture, and the growing of small fruits were practiced in many localities. Improved methods of butter making and processes for the making of many varieties of cheese in order to use the skim milk for human food were introduced and proved popular projects. The use of milk for many purposes and by every member of the family grew in importance each year. In 1920 in Niobrara County, Wyo., more than 1,000 pounds of Cheddar cheese were made, and 10 other States reported the making of Cheddar cheese. New Mexico reported the making of 15,650 pounds of cottage cheese the same year under the direction of home demonstration agents.

Sanitary butchering and economical cutting up of beef and pork was a project of war economy and was followed by hundreds of demonstrations in meat canning and preserving. This was, by 1920, a popular food-preservation project and included the canning in tin or glass of poultry, pork, beef, mutton, veal, fish, elk, deer, quail, wild duck, wild turkey, and rabbit. Agents reported the buying of canning supplies in several States and the purchase of family and community pressure cookers. Food budgets for every month in the year were considered. Hot school lunches were prepared at the rural schoolhouse in an effort to reduce consumption of pickles, pastry, and rich foods and to introduce the more nourishing fruits and vegetables.

By 1924 the program for foods and food production had been organized into long-time projects covering the production of sufficient milk, vegetables, and meat on the farm for the farm family, and methods of conserving and storing such products to render them available for use 12 months in the year. Year-round gardens had been planned and established in many of the Southern States. (Fig. 3.) Food production, standardization, and marketing by women had become the source of a substantial part of the farm income.

## HOME GARDENS

Home-garden work, one of the earliest home demonstration activities, has gradually increased in importance and volume until in 1924 there were 54,675 women and girls enrolled in this project. Under the supervision of home demonstration agents, 23,358 demonstrations in home gardening were conducted by women and 22,341 demonstra-



FIGURE 2.—County home demonstration agent demonstrating preservation of eggs in water-glass solution

tions by juniors. The gardening program, as it has developed, has helped in a real way to meet the dietary needs of the family.

## POULTRY

In many cases, the poultry flock on the farm has been cared for by women and girls. Poultry, therefore, was early introduced as



a home demonstration project and has been promoted through demonstrations along lines of poultry selection, breeding, raising, feeding, housing, culling, canning, egg preservation, and the cooperative selling of poultry products. Since culling demonstrations proved to farm women that 40 per cent of the average flock was unproductive, poultry culling has been adopted as a general practice. In 1924, 46,824 farm women enrolled in the poultry project. The value of standard bred stock and better poultry houses was particularly emphasized for building up the industry. Culling and cooperative marketing of poultry products have been developing on an increasingly large scale. (Fig. 4.)

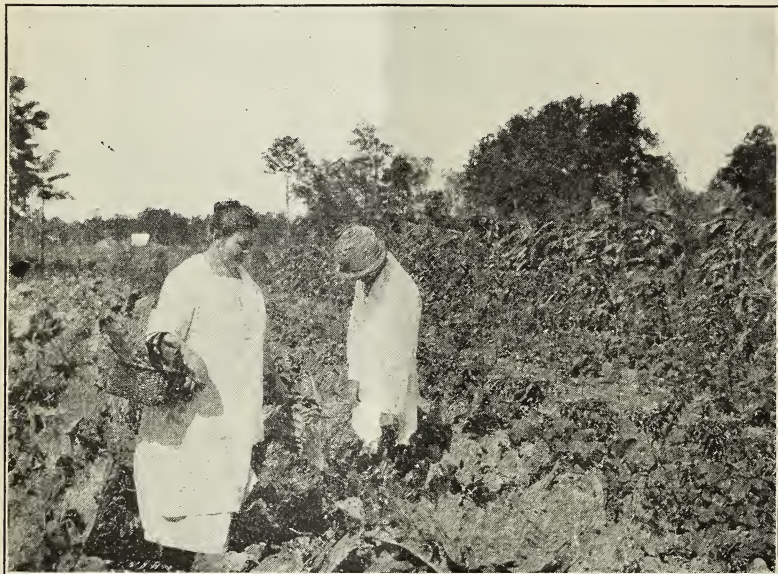


FIGURE 3.—County home demonstration agent inspecting a farm woman's fall and winter vegetable garden

#### DAIRY

Through the efforts of home demonstration agents in 1924, 16,579 farm women took up dairy work. Improved practices in sanitary production and care of milk were adopted on 13,350 farms. The need for better butter was realized, and campaigns for improved butter production were carried on. Improved practices in the preparation of dairy-product dishes were adopted by 35,857 women. (Fig. 5.)

#### FOOD PRESERVATION

Supplementing the home production of food, the canning, preserving, brining, and storing of vegetables, fruits, or meats for later use were encouraged and practiced. Under the direction of home demonstration agents, farm women and girls canned 13,701,552 quarts of food products, cured 8,730,040 pounds of meat, and dried 678,591 pounds of fruit and vegetables in 1924. (Fig. 6.) The canning



budget, based on the size of the family and the ages of its members, has been used extensively in many States, the object being a well-balanced family diet the year round. The use of the budget results in the utilization of all available food resources on the farm and saves money, time, and energy for the housewife.

#### FOOD PREPARATION

The selection and preparation of food for the farm family have received increasing attention in the county and State home dem-



FIGURE 4.—Learning to cull poultry. Large profits and quick returns from the poultry industry render it a popular project with women's clubs and with boys and girls

onstration programs during the 10-year period. Fruits, vegetables, milk, and eggs are being used to a greater degree and are better selected and better prepared. Profitable marketing of home products requires careful methods of food preparation, and these have been faithfully taught.

Improved methods of preparing foods and saving time and energy by the use of bread mixers, fireless cookers, pressure cookers, iceless refrigerators, and other appliances have been introduced. Testing circles and similar devices have helped to bring this phase of housekeeping before farm women. Extension work in food selection and preparation in 1924 caused the adoption of better practices

in food preparation in 138,537 homes; the budgeting of the family food supply and an increase in the use of canned fruits, vegetables, and seasonal foods in 11,934 homes; and the adoption of improved practices in the preparation of meals by 50,636 women.

#### NUTRITION

At the beginning of the period covered by this report, nutrition projects aimed to teach women to feed their families economically and well with a pleasing variety of home products. Nutrition has come to mean much more as the work has advanced. Units of the nutrition project have been carried through as food selection, meal planning, child feeding, child welfare, normal weight, corrective diets, infant feeding, prenatal feeding of the mother, the food

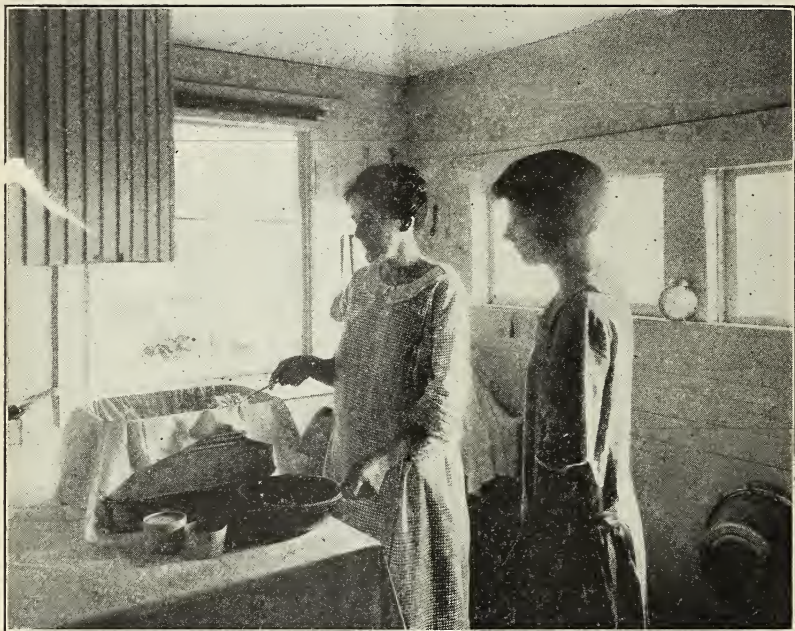


FIGURE 5.—Farm woman making cottage cheese under the direction of a home demonstration agent

budget, the garden budget, hot school lunches, milk campaigns, and vegetables for vitamins. Mothers and children have enrolled for specific child-feeding demonstrations, and as a consequence hundreds of children have improved in mental alertness and health. As a rule the work has taken the form of a county-wide extension project and has required cooperation with State, county, and local doctors and nurses, with health and child-welfare organizations, and with the school systems. The program includes the weighing, measuring, and physical examination of children of preschool age and of children in their schools or in other groups. (Fig. 7.) Follow-up work is carried on with the assistance of individual home demonstrators, in nutrition classes, and in milk-lunch groups at school. The purpose of all this work has been the permanent establishment of correct





FIGURE 6.—Canning and dehydrating fruits and vegetables with scientific equipment. Under the direction of home demonstration agents, farm women and girls canned 13,701,552 quarts of food products, cured 8,730,040 pounds of meat, and dried 678,591 pounds of fruits and vegetables in 1924

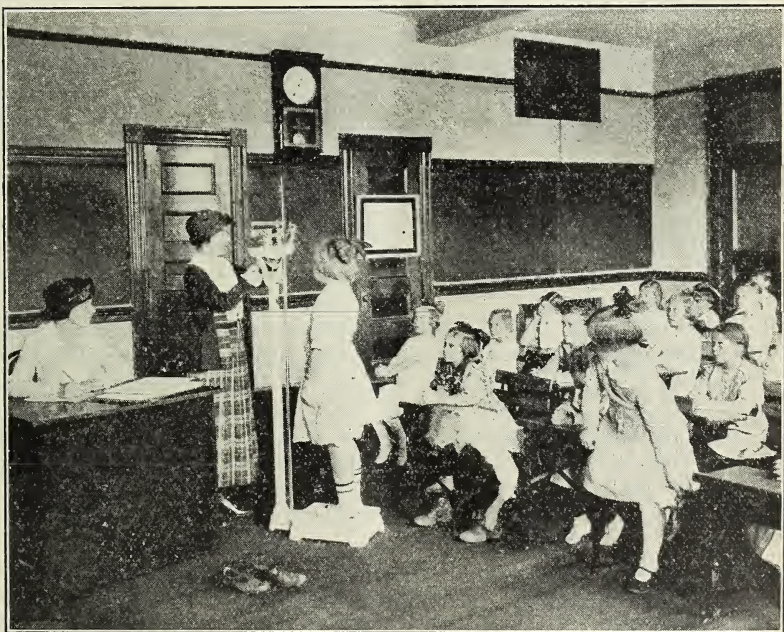


FIGURE 7.—Home demonstration agent and State nutrition specialist weighing school children. Height-weight standard tables have convinced parents that a balanced and sufficient ration is as necessary for children as for livestock



food habits. Five factors have been considered: (1) The physical condition of members of the family, (2) food-selection habits, (3) the family food supply, (4) food preparation, and (5) menu planning.

In 1924 nutrition work was a part of the extension program in every State and involved the largest investment of extension funds of any home economics project. Interest has centered on the garden, the dairy cow, the poultry flock, and various methods of enabling the farm woman to serve a balanced diet throughout the year from foods produced on the farm. Every member of the family has participated in nutrition work, and positive health has been included in practically every State program.

#### HEALTH

Health has been of prime consideration in every line of home economics and home demonstration work. Prior to the World War incidental health instruction was a part of all projects in nutrition, clothing, home conveniences, food preservation, canning and cooking, and meal planning. The result of the nation-wide survey of the physical condition of young men preparatory to the draft caused numerous organizations to include health and physical fitness among their aims.

Home demonstration agents, cooperating with the Public Health Service, State boards of health, public-health nursing services, the Red Cross, and field workers for the Children's Bureau of the United States Department of Labor have been originators and initiators of many educational and preventive measures for disease control and positive health.

The scope of early incidental health work grew until, by 1924, in addition to food selection, preparation, and preservation, home demonstration agents were conducting demonstrations and instructing local leaders in sanitation and sufficient rural engineering to enable farm men and women to install water and sewer systems in their homes and to construct sanitary buildings for the use of themselves and for livestock. Child clinics, dental clinics, home nursing, first aid in sickness and accident, child feeding and care, invalid diet, health building by recreation in camps and otherwise, and the use of score cards to measure health gains or losses have been developments in health programs.

No phase of home demonstration work is more valuable among negroes than the sanitation and health projects, which in 1924 affected more than 10,000 negro homes. In 2,361 homes the doors and windows were screened, and in 3,781 homes other methods of insect control and extermination were used. Negro agents made plans and blue prints for the construction of sanitary closets which were followed in 1,890 homes. In all, 9,734 negro women and 10,351 negro girls were enrolled in home health and sanitation demonstrations in 1924.

Contests, exhibits, and campaigns have been used to reenforce health teaching, and actual demonstrations have been carried on in homes. The effect has been changed food habits, improved quality and quantity of home-grown food supply; whole-wheat yeast breads to supplement hot white-flour breads; milk and vegetables in the child's diet; better habits in hygiene; all of which has contributed to

normal weight and the establishing of abundant vitality and health. Clean-up campaigns have been widely used; rats and insect pests eradicated; screen porches constructed, and the water supply safeguarded. Illinois, Nebraska, and Ohio have employed graduate nurses as extension health specialists. Missouri, Kansas, and Utah have employed part-time health specialists.

#### PRODUCTIVE ACTIVITIES

Home demonstration work has added cash to the farm income through the many productive activities taken up by women, boys, and girls as a result of its teaching. With the assistance of home demonstration workers, farm women in 1924 added \$6,000,000 to their cash income, after reducing their family food bills \$12,000,000 through home production. Of these productive activities the sale of foods and food products, canned and fresh, baked, or prepared for the table, easily ranks first. A few of the activities and products that were turned to practical account and standardized by the help of extension women were poultry, eggs, and chicks; butter, cream, milk, and cheese; honey, small fruits, baking, fruit juices, canned vegetables, fruits, soups, jellies, and meats; flowers, bulbs, seeds, shrubs, and cuttings; braided, woven, and drawn rugs; basketry, brooms, products of handicraft; sewing and millinery; the sale of purebred pets and fowls; and the sale of articles distinctive of some particular locality. Articles have been disposed of through curb and club markets, cooperative associations, handicraft exchanges, and other selling means worked out to fit local conditions.

Through the extra income earned by means of home industries, women have been able to obtain those things in home comfort and beauty long coveted, and to erase lines of worry when prices of agricultural products were low. Above all, home industry work has brought the realization that women and girls are an economic factor in rural life.

#### MARKETING

One of the earliest and most popular marketing organizations was the club market or exchange held at regular intervals and offering for sale or exchange canned goods, handiwork, all kinds of farm produce, home preserved foods, and baked goods of uniform quality. The curb market requires a smaller investment. A room or space in a building with some marketing equipment is more often used. The thrift exchange of Macon County, Ill., is a good example of a successful organization of this type. It is supported by commissions on sales and is managed alternately by the farm women's clubs of the county. Four farm women organized it, and there are now 35 regular contributors. The farm women's market at Forsyth, Mont., has been a successful small market. The largest contributor to this market sold \$148.31 worth of produce in one year.

The marketing association is usually organized to sell some special product prepared according to specific instructions, such as honey-suckle-vine baskets, canned fruit, or rag rugs. The association usually endeavors to sell to large consumers only. The women's marketing association of Berkshire County, Mass., organized in 1920, was one of the first of this kind. It sells canned fruits and vegetables,



jams, jellies, and preserves, each cooperator having submitted a sample of her product to a committee on standards and agreed to keep her output up to the sample. (Fig. 8.)



FIGURE 8.—Dating eggs for the exclusive trade. Women's market organizations are being taught to prepare a product of high quality, to reject all foods not up to standard, and to insist on receiving for their product the highest market price

The object of work in marketing has been to standardize the products and to help to develop a market for them by teaching that quality and quantity of marketable produce result from intelligent produc-



tion, careful conservation, better and larger farm flocks, well-planned perennial gardens, more and higher-grade dairy cows, and cultivated orchards. As an outgrowth of extension work many States now have markets for farm women.

#### CLOTHING

Sewing was one of the early extension projects. This work has expanded until it now includes the broad field of clothing the family.

During the World War period this activity was carried on in three divisions: (1) Conservation of wool and cotton materials as a war service (a thrift measure including the remodeling and remaking of garments); (2) garment making, including the making of dress forms, alteration of commercial patterns, and the making and fitting of adults' and children's garments; and (3) the establishment of salvage shops for the remodeling, dyeing, and renovating of garments.

Clothing projects have considered the relation of clothing to posture and health. Proper shoes have been demonstrated, and the effect of badly fitting garments has been shown. Improvement in line, color, and design, simplicity of decoration, intelligent buying, and the importance of wearing garments appropriate to the occasion and to the individual wearer have been treated.

Clothing-club work now leads all other lines of demonstration work with farm girls. Reports indicate that club girls are not only learning to make and to select suitable clothing for themselves, but that they are definitely influencing the clothing standards of their respective communities. The 4-H program provides the farm girl with ample opportunity for the consideration of clothing in relation to health, harmony of color and design to obtain an attractive and becoming effect, suitability to occasion and season, and costs, particularly in relation to the clothing expenditures for the entire farm family.

Projects in dressmaking and millinery have been so gratifying to women generally and have been so suitable to the use of local leadership that these projects have been used to create enthusiasm and have been followed by successful programs of home betterment in many lines.

From the sewing classes of early days to the present broad program of clothing efficiency, the clothing project has always vied with the one on foods and nutrition in popularity. Of the total number of extension specialists dealing with home economics, 42 per cent are clothing specialists and 38 per cent are nutrition specialists. By comparing the program of 1915 with that of 1925, it is possible to measure, in some degree, the extent to which the clothing program has broadened to deal with every phase of the clothing problem as it pertains to the women, girls, and children on the farm.

In addition to garment making, clothing work includes principles of construction; short cuts; time-saving methods; arrangement and use of equipment, such as the sewing machine and its attachments; the sewing kit, pressing board, and the dress form; clothing needs of the farm family in the selection of ready-to-wear clothing, its suitability, becomingness, and healthfulness; and the art elements of line, color, and texture. (Fig. 9.)

Clothing-project activities have varied to a considerable extent according to conditions, such as nearness to good shopping centers, funds available for the clothing budget, size of the family, and age of the children. When good shops were conveniently near it was recommended that the energy and time of the farm home maker be conserved by the buying of garments ready-made, at least such parts of the family wardrobe as could be purchased at reasonable cost. Where the family funds for the clothing budget were meager and where choice was limited because of the small stock in a country store, the making of clothing was advised and encouraged. (Fig. 10.)

#### HOUSE FURNISHING AND BEAUTIFICATION

House furnishing and beautification began with kitchen improvement and originally was conducted to promote cleanliness, attractive-



FIGURE 9.—Determining the proper proportions for comfortable and artistic garments. Construction principles for home sewing and the selection of suitable and becoming ready-to-wear clothing for women and children are popular demonstrations in the sewing project

ness, and economy of time, strength, and money, and to give the home maker a convenient and wholesome place in which to work. The arrangement of the kitchen with these ends in view often resulted in the improvement of the whole house. One phase of this work was the room improvement undertaken by club girls who made their own rooms a source of pride. In 1924, 1,082 clubs undertook this work with an enrollment of 26,006 girls. The girls' room-improvement work often serves as a starting point for further improvement of the farm home, drawing other members of the family into the project.

Handicrafts and work with textiles were early taken up. Farm women were taught to make curtains, draperies, rugs, table covers, bedspreads, portières, and many kinds of woven articles and to select and judge textiles for home use.



Home improvement has taken the form of house painting and whitewashing; refinishing walls, ceilings, and woodwork; making and upholstering furniture; improving the lighting and heating systems; discarding unattractive and useless materials; and substituting simple and beautiful objects for daily use. The austere parlor in many cases has been succeeded by the comfortable living room used and enjoyed by every member of the family every day.

#### LANDSCAPE GARDENING

The work in landscape gardening began immediately after the war as an endeavor to improve home and community surroundings.



FIGURE 10.—Lining a hat. The making of a becoming hat often satisfies the desire for creative expression, and the immediate personal reward for effort makes millinery demonstrations popular everywhere

Some early phases of the project included tree planting, particularly in the arid regions, improvement of public camping grounds, planting of flowers and shrubs, and beautifying of school grounds and buildings. Driveways have been laid out, houses painted, and flower beds artistically planned, and out of this activity has come the sale of flowers from the farm as an industry. Flower shows have stimulated the women in many communities to beautify their home grounds. Stone foundations and unsightly objects have been hidden by trellises and vines, and many an unattractive house has been made inviting by being given a beautiful setting of lawns, trees, and shrubs. Homes have been given individual and suitable names, and



the pride of possession has brought a new and desirable attitude of mind to owners of farm homes.

#### HOUSEHOLD SANITATION

This subject is closely related to the work of county agricultural agents and extension agricultural engineers. These two classes of workers have cooperated with home demonstration agents in campaigns to insure cleanly methods of handling food products and the prevention of disease and contagion.

The conditions governing a pure water supply have been taught, and sanitary outdoor toilets were built on hundreds of farms. Methods of disposing of sewage were shown; septic tanks were made from concrete and put in place as a demonstration; clean-up cam-

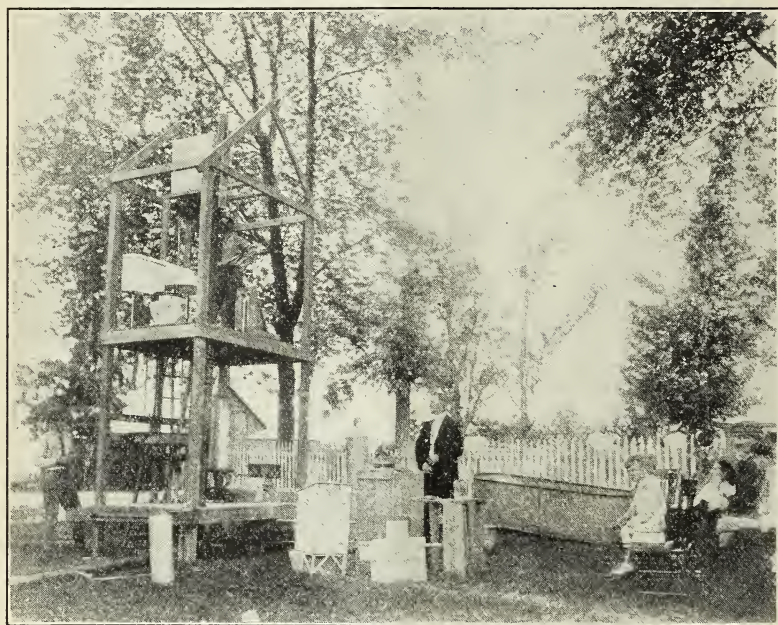


FIGURE 11.—Rural engineer demonstrating a simple water system. Demonstrations are given at farm homes and community meetings

paigns covering yards, garbage disposal, poultry and swine houses, screens against flies, and for the extermination of rats and insect pests were reported from many localities. (Fig. 11.)

#### HOME MANAGEMENT

The home management project which dealt in the early days primarily with labor-saving devices and equipment has expanded until it now covers the broad managerial problems of the farm home and relates itself to the entire farm-home program.

It includes not only kitchen rearrangement (fig. 12), running water, lighting and heating systems for the home, but the weighing of relative values in the budgeting and spending of the family income, the use of farm resources in the home, the conserving of time

and energy and the development of a sense of responsibility and participation on the part of all members of the family in home tasks, looking to a richer home life.

Home management helps to conserve the homemaker's energy. Heights of working surfaces are adjusted to suit the individual who is to use them. Correct posture is emphasized. (Fig. 13.)

#### URBAN WORK

With the passage of the food production and conservation act in 1917, extension work in cities gained its first impetus. The terms of this act not only increased the forces in the rural field, but also provided for agents in the large cities as a war measure. The enormous consumption of food in cities, the crowded conditions, and the mixed

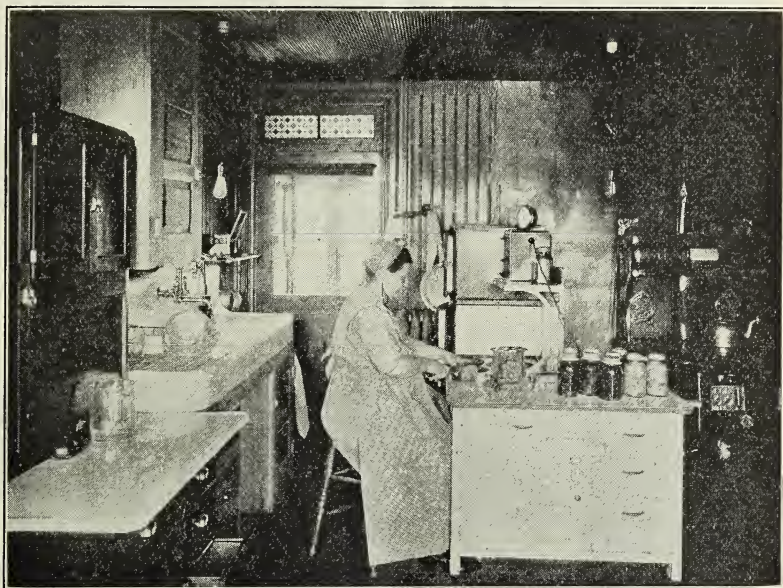


FIGURE 12.—A spotless and conveniently arranged farm kitchen. So large a part of the housekeeper's work is done in the kitchen that many home-management demonstrations have centered there

population, made the enforcement of war regulations dependent on education. (Fig. 14.)

An effort was made to place an agent where possible in cities that had a population of more than 40,000. Salaries were paid by the Federal Government from emergency funds and by such local organizations as were interested. Agents cooperated with existing organizations and created new ones when necessary for the efficiency of the work. At the end of the fiscal year 1918 there were 117 home demonstration agents in 96 cities in 25 States. Through the help of volunteer leaders trained by city agents, thousands of organized groups were thus reached. Funds spent for urban work during that year totaled \$93,000. In 1919, \$164,000 was spent. When emergency funds were discontinued, July 1, 1919, the work in most of these cities ceased.





FIGURE 13.—Demonstrating a homemade fireless cooker. The construction of this useful and inexpensive piece of equipment has been taught by hundreds of local leaders



FIGURE 14.—Home agent demonstrating food preparation in a city kitchen



Support for the work has since come through the city chest or budget, through subscriptions from the larger city organizations, and through direct appropriations from public funds. Membership fees in some organizations have assisted in supporting the work. Chambers of commerce, boards of trade, and various churches have contributed to it.

In Syracuse, N. Y., the home bureau organization in 1924 was cooperating with 27 other organized agencies in its work for better homes. The Syracuse Home Bureau Association is a branch of the Onondaga County Farm and Home Bureau Association and is connected with the State college of agriculture. The executive committee is elected by members of the association, and has headquarters at the thrift kitchen, where the food and clothing laboratories are maintained.

#### CIVIC LIFE OF THE COMMUNITY

The story of how home demonstration agents have influenced the civic and social life of hundreds of farming communities is an interesting one. Not only have families been aroused to action in matters pertaining to the success of their individual homes; but whole communities have joined together in many successful enterprises which can be traced directly to the inspiration and wise leadership of the home demonstration agent.

Many recreation centers have been established. Local talent has produced plays, pageants, and various other forms of entertainment, which have enlivened extension programs and lightened burdens by bringing an element of enthusiasm and play into serious work.

Communities have undertaken home beautification projects, have planted trees, beautified roadsides, improved the landscape of school and church grounds, and taken pride in the creation of beautiful surroundings.

In one State, training schools in rural recreation and dramatics were held in 13 counties where members of the extension organization, granges, churches, schools, and lodges came together for instruction which was carried back to enliven the social life of the communities.

#### NEGRO WORK

Reports from all parts of the South tell of improved living conditions and increased prosperity among negroes in the communities where extension activities have been carried on.

This improvement began in an early stage of the work in the South when white agents conducted demonstrations in homes employing negro women, who benefited from the instruction by applying better methods in their own homes.

The first negro home demonstration agent was employed in 1912. From that time on the work has gradually increased until in 1924 there were 108 negro home demonstration agents.

These agents serve under the same general plan of organization and supervision as the white agents, having access to the subject matter of the colleges and receiving the benefits of supervision and conferences. In some States a negro supervisor, guided by the State home demonstration leader of white agents, gives assistance. The

work has included the practical phases of food production, preparation, and preservation and general home improvement.

The greatest handicap in the development of the work has been the lack of negro women sufficiently trained in home economics to act as home demonstration agents. Promising young negro women trained at Tuskegee Institute and Hampton Institute have proved well equipped to act as home demonstration agents. Special courses are now being given in the above institutions for the training of negro extension leaders. As a result of home demonstration work negro girls and young women have found contentment in their homes and a willingness to be home makers in the country instead of leaving the farm home for the wages of the city.

#### FEDERAL AID

The Smith-Lever cooperative extension act of 1914 provided that the sum of \$480,000, or \$10,000 for each one of the 48 States, should be appropriated, to be paid annually to those States which, through necessary legislation, accepted the provisions of the act. The provision was that there should be, in addition to this original amount, \$600,000 for the year 1915 to be distributed on the basis of rural population as determined from reports of the United States census, and that for each of the seven succeeding years the appropriation should be increased by \$500,000. At the time the Smith-Lever funds reached their maximum, in 1922, \$4,100,000, in addition to the original amount of \$480,000 going to the States, was allotted for this purpose. The allotments in excess of the first \$480,000 must be equaled in the States in order to be available and must be expended in accordance with agreement between the United States Department of Agriculture and the various State agricultural colleges. In addition to these funds further Federal appropriations have been made to supplement Smith-Lever funds and for farmers' cooperative demonstration work. During 1924 these supplementary funds amounted to \$1,300,000 and the funds for farmers' cooperative demonstration work to \$1,300,000, which made the total Federal appropriation for 1924, \$7,180,000. To this amount the States have added an appropriation of \$11,000,000, making a total of more than \$18,000,000 annually devoted to the extension project.

The Smith-Lever Act, the first to provide for cooperation between State and Federal Governments in carrying on educational activities, is also the only legislation which provides for a system of county and local cooperation. County funds are obtained from such sources as county courts, county commissioners, and county boards of education, and are in most instances placed in the hands of the treasurer of the county for distribution. In certain States funds were raised through membership fees in the county farm and home bureaus to assist in meeting salaries and expenses of home demonstration agents. Where the farm bureau has become the authorized medium through which the business of extension is carried on in the counties, these local funds are handled by this organization.

The funds used in home demonstration work in 1924 were obtained from the sources shown in Table 3. They do not include funds expended for girls' club work in certain of the States of the North and West, as such expenditures were included under club work.

TABLE 3.—*Funds used in home demonstration work in 1924*

Source of funds	Amount	Per cent
Federal funds.....	\$1, 148, 943. 74	40. 58
State funds.....	826, 840. 30	29. 20
County funds.....	696, 500. 77	24. 60
Other funds.....	158, 984. 56	5. 62
Total.....	2, 831, 269. 37	100. 00

Florida, with 34 per cent, led the States in 1924 in the percentage of the total allotment expended for home demonstration work. Texas has been in advance of all other States in the amount of expenditure for home demonstration work, with a total of more than \$270,000 in 1924. This is, however, only 28.5 per cent of the total expended in the State for all lines of extension work.

During 1918 and 1919 the supplementary war appropriation caused a large increase in the total of funds expended for home demonstration work. This increase in public support of the work was not permanent, and the total in 1920 fell back to the pre-war level. The temporary check in the financial development of the work was due, no doubt, to the slump in prices of all farm products throughout the country. In the Southern States, however, the work has been continuous and has been little influenced by the financial depression.

TABLE 4.—*Total allotment of funds, from all sources, for work of home demonstration agents and home economics specialists, 1910-1922*

Year	Home demon- stration work	Home eco- nomics spe- cialists' work	Year	Home demon- stration work	Home eco- nomics spe- cialists' work
1910-11.....	\$5, 000. 00	-----	1917-18.....	\$2, 226, 228. 00	-----
1911-12.....	39, 939. 77	-----	1918-19.....	2, 889, 210. 00	-----
1912-13.....	61, 628. 69	-----	1919-20.....	2, 177, 024. 00	\$538, 887. 00
1913-14.....	131, 574. 29	-----	1920-21.....	2, 368, 473. 00	386, 979. 00
1914-15.....	319, 823. 00	-----	1921-22.....	2, 980, 741. 00	300, 147. 00
1915-16.....	519, 867. 00	-----	1922-23.....	3, 012, 303. 00	332, 415. 00
1916-17.....	741, 680. 00	-----	1923-24.....	2, 831, 269. 37	575, 250. 46

### CONCLUSIONS

The consensus of opinion of extension directors of the 48 States regarding the value of home demonstration work, was recently requested by the Department of Agriculture and replies may be summed up as follows:

Home demonstration work has brought to the farm home and community an awakened interest in the country home and to farm women a sense of pride in their life work.

A changed perspective as to the underlying values of the farm-home life.

Improved standards of living.

Improved practices in foods, clothing, household management, and health.

Standardizing and improved marketing of surplus home products.



Self-confidence, cooperation, and community development.

An awakened spirit of self-help and community responsibility.

Freedom of thought, freedom of action, freedom of spirit.

Contacts with the agricultural college and a knowledge of the various resources of all educational institutions of the State.

A discovery that traditional ways of doing things are not always the best ways and that progressive changes may have great advantages.

Bringing women together for the consideration of common problems. Developing initiative and the sense of power that comes from working together.

The discovery that there is (1) a practical solution of home problems within reach of most farm women, and (2) pleasure and profit in working and playing with one's neighbor.

The work of the home demonstration agent with rural women is here summed up by Dr. C. B. Smith, chief, Office of Cooperative Extension Work, as follows:

Extension work has brought to farm women a new outlook. They have done the day's work, borne children, skimped, and gotten along, while the men of the family have been growing crops and trying to make income meet outgo. The men have worked out of doors, and their work has varied with the seasons. They have had opportunity to meet neighbors and to go to town and thus come in contact with the world in some degree. They have found farm work, on the whole, pleasant. Women's work, on the other hand, has varied but little from season to season or sun to sun and has been mostly indoors with but little opportunity for social or community life. Extension work is making it clear that the largest single factor in a man's life is his home. Within it he spends the major part of his time. It brings the greatest satisfaction that he gets out of life. A pleasant home is the goal of his ambition, and yet too often his efforts have resulted unsatisfactorily because his wife and daughters were dissatisfied. Extension work is awakening both the farmer and his wife to the great need of a satisfying home and is pointing the way to it.

When the farmer returns weary from the field at night to a modest, attractive home, it makes him feel that the day's work has not been in vain. If, when he enters the kitchen, he finds there a woman busy with the evening meal, a song in her heart, and children helping her or at their lessons, his satisfaction is complete. But, to have such a home, to sit down to the evening meal with joy on every face demands that mother, who does her work alone these days, must have every labor-saving convenience. She must have time to think about the preparation of her meals and the ordering of her home; time to associate with her children in reading, music, and play; time to meet with neighbors and to go to town or to the fair and get a fresh outlook; time to consider her own needs and self-adornment; time to be a real companion.

Home life in the country will never reach its highest ideals until farm women have more of the things that they really desire. And so extension work is giving consideration to the home. It is bringing short cuts into the home to save time. It is emphasizing the need for labor-saving conveniences everywhere. It is teaching farm women to select and to make clothing and millinery. It is giving help in home planning and beautification. In 1924, 231,144 farm homes were reached by personal visits, compared with 700,126 farms reached by personal visits. This means a visit to 1 farm in 30 for home improvement as compared with a visit to 1 farm in 10 for crop and stock improvement. Obviously, we need to give the farm not less attention but the farm home more attention than we are now giving it.

This, then, is one of the matters that lie immediately before the land-grant colleges and the Federal Department of Agriculture—to increase their work aimed toward the greater development of the home. Home demonstration agents, located in the counties, are the need—twice or three times as many as we now have. Women are the natural home makers. They are the logical persons to lead in this movement, reinforced by all other extension forces. If we want our farm women to grow to be real partners, a source of pride to themselves and their husbands and children, we must give them opportunity to meet one

another, to take part in program making and community building. We must make it possible for them to get out and mingle with people, to come to the college for farmers' week, to take a short course, or to attend the farm women's camp. That they may do these things, they need stimulus from home demonstration agents to put these things in their minds and to help in their accomplishment. The 10 years just past have seen this part of our home-agency program one-third completed. The next decade should see it fully completed, with at least one home demonstration agent in every rural county.

### SUMMARY

A review of the first 10-year period of organized home demonstration work under the Smith-Lever Act shows that this movement has not only been extraordinary in its growth from the standpoint of numbers employed and funds expended, but that as a means of self-determined education for farm women and girls it has developed on broad and practical lines affecting all individual and family life and community relationships. As a system of education, the work has proved sound. It has been productive of substantial economic results. It has developed able local leadership among rural women. It has contributed materially to the improvement of the rural community and its social life. Home demonstration work has helped the farm woman to realize more fully her opportunities and to develop a keener appreciation of the possibilities for competence and satisfaction for herself and her family in farm life.

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June 11, 1929

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36

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